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EDITORIAL

The first world war ushered in the intelligence-testing movement which in turn directed attention to individual differences, ability grouping, and standardized testing in the various fields. At this moment, any prediction concerning the contribution that the present war will make to education would be premature. The prevalence of a certain condition under a war economy should not lead one to believe that a similar condition will prevail at the cessation of hostilities. For example, the present war has highlighted the notable lack of skilled technicians to meet military and industrial demands. Yet several years ago, engineers, chemists, and other technical workers found themselves in the ranks of the unemployed. Is the demand for the training in this direction a temporary one or is it marking a turning point in American education?

The school has become a central agency for the community. As evidence, we find that it was charged with the registration for the Selective Service system, the rationing of various commodities, and the solicitation of young farm aides. This phase of the school program is definitely of an emergency nature. Whether these contacts with the community will be the beginning of a vital program of school participation in the solution of community problems remains to be seen.

None will deny that the introduction of pre-induction and pre-

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flight courses and the delegation to the schools of tasks connected with the various phases of wartime registration of manpower and rationing are evidences of Federal influence on local education. This is at present accepted unquestioningly as part of an "all-out" war effort. What will the attitude be, should Federal direction be attempted when the emergency is over?

The dropouts from schools at the age at which compulsory education ceases are so numerous as to raise a very grave problem for the educator. For too long a time, we have been proceeding on the assumption that, by and large, students are eager to obtain an education. True, educators have always admitted the existence of a few students who were waiting for that moment when they could sever all connections with school and all it stands for. They were not, however, aware of the prevalence of that sentiment. The fact that so many young people are leaving school today does not stem from a supreme patriotism that causes youth to sacrifice cherished goals of education. It is rather an indication that the lure of the pay envelope is a more potent factor with these people than the urge for development of the individual into the best type of being he is capable of becoming.

Apparently, the faith of professional educators in education as a basic necessity for life has not been transmitted to the students or the community. Our assumption that the constant growth of education was an evidence of community-wide recognition of its inherent worth may have been wishful thinking on the part of educators. This is a serious challenge to the schools and calls for a reappraisal.

I. DAVID SATLOW

THE WARTIME CURRICULUM¹

JOHN E. WADE

What changes has war made in the public schools? What is different today from what it was before Pearl Harbor? What revisions have been made in school curricula and in school procedures?

Notwithstanding numerous changes in our program and the urgent need for making every pupil, every teacher, and every parent conscious of the challenge presented by the war, we are not neglecting the fundamentals or any of those subjects that constitute the education to which every American boy and girl is entitled. We are continuing as in the past to teach those things that will have to be known for the building of the postwar world and for life in peacetime when victory has been won.

From elementary school through high school there is a greater emphasis upon American history, American literature, and the American heritage for which the war is being fought. Our course of study in modern history has been revised so as to put greater stress upon the rise of democracy and to inculcate a love and respect for the American system of government and for the principles upon which this government is based.

Shakespeare, Milton, Dryden, and Bunyan; Longfellow, Whittier, and Hawthorne are read in school today as always. Art is taught, music is taught, and the cardinal objectives of education are the same. The only change brought about by the war is to make all of us realize that these things constitute the very substance of the culture we seek to preserve.

The changes, differences, and revisions are found mostly in the high schools and affect largely the older children.

What we have done is to give a more practical orientation to subjects such as algebra, geometry, physics, chemistry, and other

¹ Reprinted by permission from *The Public and The Schools*, Public Education Association Bulletin, November 24, 1942.

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sciences. These are the backbone of the pre-induction and pre-flight aviation courses.

We recommend, for instance, that if a boy would become a navigator he ought to have algebra, geometry, plane and solid; trigonometry, mechanical drawing, topography, and navigation. If he looks forward to the ground crew in aviation, he must have elementary shopwork, mechanical drawing, fundamentals of machines and of electricity, auto mechanics, aeronautics and related mathematics. In either case he would have, in addition, English, American history, health education, and so forth.

For a girl who plans to become a nurse, the courses recommended include home nursing, biology, chemistry, nutrition, algebra or related mathematics. In the case of one preparing for dietetics, the program would embrace algebra and geometry, or related mathematics; biology, home economics, chemistry, and physics.

Girls may prepare also for precision instrument work, clerical work, and other war tasks. Boys may receive preliminary training for radio technician, meteorologist, pilot, or construction worker.

The main thing that the war has done is to bring home the fact that we live in a technical and mechanical age and that technical training and mechanical knowledge are necessary whether the country is at war or at peace. At the same time the war has given an immediate and practical application to almost every subject in the curriculum. Students are applying their education as they acquire it, and are acquiring it as they apply it. What they learn is put to almost instant use. What they do is of educative value while they are doing it.

An 18-year-old boy in high school is studying physics not simply because he may need it for college entrance or because some time in the future he may find it of value. He is studying physics because he intends to enlist very shortly in the Army Air Corps where knowledge of the stratification of atmosphere is something he must have.

In junior high school the 15-year-old girl is studying nutrition not with a view to becoming a dietitian at some later date but because she realizes from experience in her own home that the nutritive value of foods is something very important to know, especially during wartime when food is being rationed. But she sees quite clearly as she proceeds with her study that a knowledge of nutrition is important in peacetime as well, and that here is a subject of very practical value that she might have regarded as "just another subject" had it not been for wartime rationing. Similarly our high-school student of physics sees the practical value his knowledge will have for him when the war is over.

Children in elementary school who learn arithmetic by figuring the cost of war stamp purchases and by making computations that have to do with their own Junior Red Cross contributions realize as never before that arithmetic plays a very real part in their daily lives.

The elementary-school program has not been affected radically by the war but the children are participating in the war effort by helping in the salvage campaign, in the cultivation of victory gardens, the buying of stamps, in making things for the Red Cross, and in various other ways.

In the junior high schools the teaching of mathematics, science, English, home economics, social studies, and industrial arts has been related to the war effort.

Courses in vocational high schools such as maritime trades, aviation mechanics, and machine shop work for boys; nutrition, sewing, and nursing for girls are being taught from the standpoint of their function in carrying on the war.

Our schools continue in their usual democratic fashion with full provision for individualized instruction and without any suggestion of the regimentation that characterizes schools in totalitarian countries.

At all levels, what the war has done is to bring into sharper focus

the usable, working value, both during the present emergency and at all times, of the things we teach in school.

The goal of education has not been removed, but we must go through war to attain it. The ideals with which we strive to imbue our children are the same, but the war must be won to achieve these ideals.

WAR AND HIGHER EDUCATION

FRANCIS J. BROWN

It is six months too early to write this article. By another fall we will know which of the varying influences predominate. Then we will know whether our institutions of higher learning are little more than training grounds for the military and for technical industrial skills or remain institutions of higher learning for which they were founded and by which they have contributed to peace and to war for more than two hundred years.

On one statement there is complete agreement: every college and university must and earnestly seeks to make its maximum contribution to the total war effort. Beyond this statement of purpose there is no agreement.

On the one hand are those in both government and education who believe—and one cannot question the sincerity of their purpose—that for the period of the war higher education is "out for the duration" and concede only that such minimum technical and professional training as needed for maintaining military effectiveness can be justified. Their conclusions are based upon the premise that if we lose the war we lose all. On the other are those, also both in education and government, who believe—and their motives are as sincere as the first—that there are basic values in higher education

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beyond those of mere knowledge and technical skill that are as essential as such skill and knowledge even in the successful promulgation of war. They accept the premise that while every effort must be expended to win the war, it should be done at the least possible cost in materials, in men, and in human values; that unless we build these values into the lives of those who will be the leaders of the future, we will lose the war even though we may win the battles.

Between these extremes—both conservatively stated—are those who accept one or the other to a lesser degree and those who seek to find the even more difficult task of formulating policies and procedures that reconcile the two positions—that will win the war and preserve the eventual peace.

To some degree these differences are based upon belief in the projected length of the war. If it can be lost in 1943 or won in 1943; no sacrifice is too great, because it is only a temporary interlude. If it is to be a long war, then the nation cannot afford to interrupt the basic values accruing through higher education. To an even greater degree, however, the war has only brought into sharp focus the age-long differences of judgment as to the relative values accruing from "general education" as contrasted with scientific knowledge and technical skills.

Several specific effects of the war upon higher education are apparent. The three most obvious are: decreasing enrollments, shifts in curricula, and contractual services to the armed forces and to industry.

The first has been summarized by President Walters¹ and need not be repeated here. Two significant facts should be emphasized, however. One is that the decrease in enrollment of women students is almost the same as that of the men, thus more seriously affecting teachers colleges than any other group. In my judgment this does not mean, as many would interpret it, that women value general education less, but rather that, under the bombardment of press and

¹ *School and Society*, December 17, 1942.

radio, they have been willing to forego the prolonged period of training for the immediate demands of industry. It is vitally affected by the fact that the new types of employment now, and in the future, probably will pay higher salaries than the traditional professions for women—teaching, nursing, and social work—especially in the light of the investment of over two to five years required in preparation.

The other fact is that many institutions had the largest freshman class ever enrolled and that, for the nation as a whole, the losses were almost entirely in the upper years and especially in graduate professional schools. It is difficult to interpret this fact in any other way than that youth places high value upon college and university education and desires to procure all that is possible prior to the necessity of its interruption by war service.

The second obvious change is the shift in curricula. It is by and large of two types—the telescoping of courses or curricula by eliminating "nonessentials for war" and by the development of courses pointed up directly to war service. In some institutions, this is little more than a regrouping and a shift of emphasis in existing courses. In others, it has meant the almost complete elimination of existing courses and the development of unit courses almost exclusively in the fields of science—in extreme cases, only those that have direct war application. One university has broken down its regular and special courses into units of four weeks each in order that men or women leaving for war service may receive credit. Another has developed a one-year "war program" made up of presumably important pre-induction information aimed to meet the needs of men who will be in the armed forces after one year of college. A considerable number of institutions have established "war colleges" relating all courses dealing with war training. In some, the work may continue to the procurement of a degree, in others a certificate of proficiency. In most instances, it is differentiated from the regular credit toward the bachelor's degree.

Paralleling changes in course content is the shift in majors and courses in student elections. Due to the emphasis of both industry and the military upon sciences, especially physics, and mathematics, few students continue to elect majors in social studies and the humanities. One institution reports that for the academic year 1939-1940 the departments of social science and of physical science were approximately equal. For this semester, the registration in the former has decreased to less than 20 per cent of its 1939-1940 peak, while the physical sciences have increased 400 per cent.

The result has been a dislocation of faculty loads or a shift of departments. As early as the spring of 1941-1942 the American Council on Education suggested that faculty members, in the humanities especially, begin studying mathematics or science in order to shift fields if the trend, then just beginning, continued. A large eastern institution sent out a questionnaire to all its faculty asking them to list courses they had had in college and even their hobby interests. These data, when tabulated on Hollerith cards, provided ready information on all possible fields to which a faculty member might be transferred. Several colleges and universities, independently or through funds provided by the Engineering, Science, Management War Training Program, financed through the United States Office of Education, have established "refresher courses" in elementary science or a science for members of their own faculty.

The third major effect of the war upon higher education is the acceptance of contracts with a division of the armed forces or with an industry to provide the specific service required for training. This varies all the way from the 2,000 sailors on one university campus for which the institution provides only housing and "messing" to a unit in meteorology which is entirely laboratory and instruction utilizing the physical facilities and the faculty of the institution. In November 1942, more than 150 colleges and universities had contracts with one or more of the divisions of the armed forces—one university having more than 4,000 men in uniform on the campus.

A recent development in this field is the program of Curtiss Wright Corporation and a number of other industrial organizations. Curtiss Wright is training 800 engineering cadettes in ten engineering schools. The women selected must now be in college, have completed one and a half years of work of college grade, and have had a basic course in mathematics. They are paid while in training and the institution is reimbursed on a contract basis for board, room, and instruction.

At the time this is written, colleges and universities are eagerly awaiting the issuance of the list of institutions selected for the Army Specialized and Navy Collegiate Training Programs. Through these programs more than 100,000 men will be continuously in training in college for specialized services in the armed forces. The Army program will probably be 12 months basic training, 12 months advanced, and 3 months of highly specialized work with careful screening at frequent intervals to select those who will continue to completion of the total training period. The Navy program, equally selective and with similar "screening tests," will probably be 18 months basic, 18 advanced. Whatever the number sent to the institutions, it will be only those required for the armed forces and will be only a small proportion of those now in college. The needs of industry and of civilian life for technically and professionally trained persons must be met either by women and nonphysically qualified males or by continuing to grant occupational deferment for men in training and preparation for such fields. Many have advocated an over-all corps putting all students under Federal subsidy, but such a plan does not appear likely of development. It is not necessary since men will continue in college granting only two things: the opportunity to attend and an assurance that they can continue any one quarter or semester without interruption.

Many other effects of the war might have been included such as the use of institutional laboratories for military research, the change

in student activities, and the difficult task of students in maintaining a sense of values in a world in which there is little sense of security.

Higher education faces the most serious challenge in its history. Its record of service to the nation in peace and in war is unimpeachable. It will continue to render such service. To do so, colleges and universities should earnestly seek to continue to be institutions of higher learning; to resist contracts that prohibit the full utilization of laboratory and instructional facilities; to bear continually in mind that they have a vital responsibility for the regular college student—full time and part time; that research remains an essential service to the nation both for war and for peace; that there are basic and fundamental values that must be retained, built into the lives of the youth who will reconstruct the world along patterns instilled through education into the minds of these leaders of tomorrow.

The trail will be difficult; there will be many alluring bypaths. There is confusion and uncertainty among those in high places both in government and in education. But higher education will survive. It will render maximum service during war. It will perpetuate those cultural and human values even during the dark days of war and it will be these values upon which will rise the world of peace and of security when the crisis is over.

THE IMPACT OF THE WAR UPON THE SCHOOL HEALTH PROGRAM

WILLIAM P. UHLER, JR.

For twenty-five years the health and physical educators have been shouting the need for more attention to the problem of fitness.

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It took a global war to force this matter to the attention of the general public.

By far the greater portion of rejections of draftees by Selective Service boards in New Jersey have occurred in areas showing weaknesses in our programs of health service. Defective eyes and teeth were the basis for over one third of all rejections. Many of these defects could have been prevented and all but a small proportion could have been corrected had we been willing to pay for the service. Approximately ten per cent of the rejections were for causes that in many instances might have been corrected by adequate physical-education programs.

Attention confined to those rejected gives only a partial picture. Consideration of the needs of those accepted for service also is needed. Study of these two groups indicates that:

1. There are widespread dietary deficiencies and that there is need for improved health instruction with strong emphasis upon nutrition.
2. School health education through health service (dental and visual in particular) should be greatly improved and made available to all.
3. Physical-education programs should be organized in every school in the nation where they do not already exist, and existing programs should be intensified.

The National Physical Fitness Program under the direction of Mr. John B. Kelly, Office of Civilian Defense, was the means of directing considerable attention to the need for action. Under his guidance progress was made and to him should be given credit for service rendered at much personal sacrifice.

In the summer of 1942 it became apparent that in view of the national emergency there was need for a reorganization of the secondary-school curricula. Therefore, Dr. John W. Studebaker, United States Commissioner of Education, under authority of Mr. Paul

V. McNutt of the Federal Security Agency, called together a commission of prominent educators who met in Washington and organized the High School Victory Corps. The Corps includes as a requisite for membership participation in a physical-fitness program. A committee composed of representatives of the armed forces and of health and physical educators was made responsible for evolving a program of physical fitness to serve as a guide for the schools of the nation. At the present time, the first of two bulletins outlining the activities has been made available to the public.¹ The second bulletin, covering the field of health education, will probably be available soon.

SPECIFIC RESULTS UPON THE SCHOOL HEALTH PROGRAM

Health instruction. Changes in this area are noticeable but so far have been neither radical nor extensive. There exists a greater appreciation of the need for more attention to this field, particularly as it relates to nutrition. In some few instances there has been a tendency to decrease the time devoted to health instruction in favor of the activity program. Obviously this is a shortsighted policy, for physical fitness cannot result from activity alone. It must be based upon a sound nutrition. Both health instruction and activity are needed.

Health service. In view of the intensified physical activities the need for adequate health examinations becomes increasingly important. Lacking such protective measures, individuals may well experience harm rather than good. Awareness of this fact is increasing. Difficulties will be experienced as more and more physicians are inducted into the armed forces and fewer are available for civilian service. To meet this situation study is being made of means by which the school teachers and nurses can relieve the physician of all

¹ *Physical Fitness Through Physical Education for the Victory Corps* (Washington, D. C.: Superintendent of Documents, United States Government Printing Office, 1942), twenty-five cents.

possible detail work leaving him those essential services which only the physician can render. More study is needed.

While as yet little concrete progress in remedial efforts can be observed there is evidence of an increased realization that more attention should be directed toward the correction of dental and visual defects, and of other bodily defects that lessen physical efficiency.

Safety education. The need for manpower has focused considerable attention upon the loss resulting from accidents. The fact that since Pearl Harbor we have lost many more men through accidents than through the hazards of actual warfare has highlighted the need for increased efforts in accident prevention. The result has been a stimulation of safety education. There remains much still to be done, for preventable accidents continue to occur.

Physical education. Results in this area are more pronounced and immediate than in any other part of the school health program. Realization that inadequate attention has been given to physical education has finally dawned upon the educational world. In the relatively few communities where adequate time allotments and facilities for physical education have been provided it has been the result of interested school administrators, working with the physical educators. On the whole, this has been the exception rather than the rule. Following the induction of men into the armed forces there were made public first the developmental lacks that were found to exist and, second, the improved conditions that followed a period of vigorous training. There are three facts that have evolved and that seem to be incontrovertible. They are:

1. In spite of all progress in the field of physical education the average boy who graduated from our high schools was not sufficiently fit physically to meet the strains of military life.

2. The job of producing physical fitness is of primary importance. It must be done, and it must be done without delay. Time is of the essence.

3. Physical fitness cannot be produced in the meager amounts of time that have customarily been allotted for this purpose.

The need for intensification of physical education is generally accepted by both those within this particular field and those in other branches of education. We have been forced to the conclusion that those aspects of physical education that are wholly or largely recreational in type must, under the present emergency situation, give way in favor of the more vigorous activities, particularly those competitive in type and involving body contact. In many high schools changes have been made to bring this about. Here and there we find obstacle courses completed in accordance with the recommendations of the armed forces, or in the process of being constructed. Other schools plan to furnish this equipment in the near future. We find classes in the gymnasiums going through strenuous "work-outs," running improvised indoor obstacle courses, and engaging in combatives. Classes are being organized for teaching aquatic skills of the type that meet the approval of the military branches.

School administrators are giving careful study to their curricula to adapt them to the present emergency. So far as the writer can learn from personal observation or from reports received, no school has yet provided the one hour daily plus two hours after school recommended in the Victory Corps Manual. This remains an objective still to be achieved.

Insufficient time has passed to justify valid conclusions as to the results of those changes in the program that have been made. However, the enthusiasm of the leaders and of those under their guidance give promise of a more rugged development in our youth.

It would be unwise to omit special mention of the program for girls. Some few individuals shortsightedly tended toward giving increased offerings to the boys at the expense of the girls' program. This practice fortunately has not become widespread. A physically fit nation includes the girl as well as the boy. Millions of girls and women will be in the WAACs or the WAVES or similar organiza-

tions or in industry. Their needs are considered in the programs that have been planned and their activities will progress parallel with those for boys.

Military training. Astonishing as it may be, there has been relatively little call for the introduction of military training in the schools. Those advocating such action have been more vocal than the by far greater number who realize the fallacy of such action. The publicity they have achieved has been out of all proportion to their numbers. Bills calling for compulsory military training in high schools were introduced in the United States Congress and in the legislatures of New Jersey and Pennsylvania. They were defeated. Advices from the War Department are to the effect that the job of the school is to turn out pupils physically fit and that training in the specific skills of the soldier can best be left to the military. We have been advised that time taken from a fitness program and used for military training is a loss that cannot be justified. A limited amount of time can legitimately be used for training in marching and facing with emphasis upon response to command. With this as a foundation the individual can quickly adjust himself to military requirements when the time comes.

CONCLUSION

Any appraisal of the impact of the war upon school health education at this time must of necessity be tentative. We are still too close to our entry into the war. At the present moment we might be compared to a wave that has gathered force and is just about to break. Upon the leaders in education in general and in physical education in particular devolves the responsibility of determining that this wave shall break with sufficient force to sweep away the indifference and inertia that in the past have prevented adequate attention to the physical fitness of our nation. Let it never be said that we passed by the opportunity that is ours.

THE NURSERY SCHOOL—A FOUNDATION STONE IN OUR NATIONAL DEFENSE

ETHEL F. HUGGARD

Our great war effort, which can be measured in many terms, is, so far as our littlest children are concerned, measurable in terms of womanpower. More and more women are going into industrial or related jobs. Many of these women are mothers of young children. It is easy to see how the care of these children creates a problem that must be solved not only for the children, but also for the mothers.

The nursery school offers a place where the working mother may leave her child in the full knowledge that he will be safe, well fed, and well attended for as many hours as she may need to be away from home. Not only does the nursery school provide for the physical safety of the child, it also becomes a vital factor in the development of emotional stability in the little ones. These are hazardous days for children. Family life is changed, particularly in the homes of the working mothers. Fears are engendered. In the nursery school, the atmosphere and the activities are designed to develop relaxation and a feeling of safety. Like the safe embrace of a mother's arms, the reassuring presence of the friendly nursery teacher has a quieting effect upon a child who might be frightened by a sudden alarm. The plays and games in which he takes part give the child a release from tensions. The quiet story or the music he listens to are reposeful. He "belongs." He spends a restful, happy day in the nursery school. When his mother comes at night to take him home he is not irritable. Mother and child have spent a day free from worry and they will enjoy the remaining hours of the day together in a satisfying manner.

Upon admission to a nursery school, each child is given a thor-

Ethel F. Huggard, Assistant Superintendent assigned to the Division of Elementary Schools of New York City, has been placed in charge of the program for the establishment of nursery schools by the Board of Education.

ough physical and medical examination by a qualified doctor. The mother is present, and the doctor advises the mother on the state of the child's health. Every day when the mother brings the child to the nursery school a registered nurse-teacher examines the child for signs of infection or contagion. Such children are isolated, taken home, or sent to the hospital. Again, this is done in the presence of the mother who learns from these daily inspections a number of things about her child's health. Thus a desirable and useful concomitant learning occurs as the mother acquires training in child care.

Another element in the health care of the child is nutrition. The child left at home may be fed at irregular hours; his food may be inadequate in kind, in preparation, and in quantity. The child in the nursery school receives the diet required by him as directed by the examining doctor and nurse. It is prepared under the direction of a trained dietitian, and under sanitary conditions. It is given regularly. In the course of a day the nursery-school child will receive fruit juice, milk, a luncheon of strained hot vegetables, and a light pudding. This is often augmented with cod liver oil. If the child remains for an evening meal, a light supper is provided. Again the mother is advised as to the best diet for her child, and she is expected to continue it during the hours when she is at home with him.

We must not fail to mention the training in good habits of health which is part of the nursery-school program. Attention is given to toileting, hand washing, brushing of teeth, hours of rest and play both indoors and outdoors. These practices become part of the daily routine, and little by little the habits are formed, to become part of the child's pattern of living.

Educational growth is directed through plays and games, stories, and music. Toys, blocks, dolls, and other playthings are provided for the children at the various age levels where they can be properly manipulated and enjoyed. Large blocks are utilized in creative play.

The sandbox is another place where activities of a creative nature can be carried on. There is clay and finger paint and poster paper for those who wish to try them. Talents are often discovered and guided. There are songs to sing, music to listen to, and a rhythm band to play. Objects in the room are labeled with pictures so that vocabulary is increased and objects are recognized. Each day provides its little quota of learning, not as a planned educational goal, but as a concomitant of the activities engaged in during the pleasurable nursery-school day.

Some of the mistaken ideas commonly entertained about the nursery school are: that it is a simple school to set up, that it can exist wherever suitable space can be found, and that almost any woman with a little training and a love for children can direct one. The exact opposite of the above is true. The nursery school is a complex organization; it requires quarters adequate in size and which meet Board of Health or State requirements; and the nursery school teacher is a highly trained teacher with special qualifications.

In establishing a nursery school, the hours for child care must be planned and they must be flexible. They depend largely upon the working hours of the mothers whose children will be admitted. Whether a supper is to be served, or a light afternoon snack given, or other feeding arrangements made depends also upon the working hours of the mothers. The number of teachers engaged will be in terms of the number of hours per day that the nursery school will be open. The doctor's hours and the nurse-teacher's hours must be considered. The whole matter of food must be explored. There is purchase, preparation, serving, and cleaning up. There is the problem of the laundering of bibs, sheets, underthings, and the cleaning of blankets. The space devoted to the nursery school should include a playroom, a sleeping room, a toilet and washroom, and outdoor play space. The teachers should be college graduates trained in nursery-school procedures. The ideal is a trained nurse-teacher.

The nursery school is expensive, but in terms of the service it gives,

it is not costly. In terms of work hours saved for war industry by working mothers it pays for itself. In terms of the security, the health care, and the emotional and educational training of the little children of our working mothers, it is a sound investment to be repaid over and over again in the physical and mental health of our children. These children are going to build our new world. That is why I call the nursery schools a foundation stone in our national defense.

CIVILIAN DEFENSE AS NONFORMAL EDUCATION

DAN W. DODSON

As the war passed from defense to offense, it was only natural for the civilian defense program to undergo a change of emphasis. We soon learned how to extinguish fire bombs and how to administer first aid. It was apparent as we went along that the dangers from these sources would decrease progressively and that dangers resulting from a weakening of the home front would become greater factors. We began to realize that Americans were going to have to gird themselves for total war. This meant giving up conveniences and making sacrifices. If the morale of the public were to be maintained, it meant that the people had to realize that this was a people's war, and that each person had to be taught the necessity of making sacrifices. It also meant that the people had to be taught how to adjust their lives to these new demands.

The total community had to understand that a thousand babies who would die as a result of the change in dietary habits were the same casualties of the war as a thousand men killed on a battlefield. We had to understand that a thousand youths who become delinquents as a result of the absence of control in the family—because of fathers being away from home in armed forces, or mothers working in defense plants, or whatever—would be social cripples and much

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harder to rehabilitate after the war than a comparable number of physical cripples. Also, the dangers of epidemics resulting from vitamin deficiency as a result of nutrition changes would become a greater threat to the community than the threat of enemy bombings. (Especially is this danger apparent when it is realized that in the last war we had more casualties from influenza than from front fighting, and that we face this possibility with a shortage of medical men left for civilian care.)

The total community had to realize that its failure to salvage fat for explosives, scrap for steel production, and tin cans for tin salvage could result in the loss of life of its sons on fields of battle if by their negligence the flow of war material were impeded. And their refusal to provide continuously a flow of blood plasma might cost the lives of their own sons on some foreign field of battle.

These and other problems, including the necessity of sharing with our allies, are problems which are educational in nature, and paramount in the present stage of the war effort. They involve reaching the lowliest household in the community as well as the highest. While the social-service need of the families at the lowest strata may be most important in terms of civilian suffering, it is equally important to help the upper strata understand why they should not hoard food or patronize a black market.

Unhappily this phase of civilian defense is much more difficult than the earlier stage of protective services. We have little experience in mobilizing communities to carry on such programs of social welfare. The air-raid warden could blow a whistle to command a blackout, and public opinion would support him, but a positive program of providing adequate channels through which youthful behavior can be directed into socially acceptable patterns instead of socially unacceptable ones is much more complicated. The explanation of point rationing so that the people will wholeheartedly accept it and not be exploited through it is still another phase of the problem.

To provide a channel through which we can reach the total com-

munity, the civilian defense organization has projected what is locally known as the block service plan. This approach envisions a volunteer block service leader for approximately every twenty families. The function of this person will be that of a liaison between the War Services Division of the local civilian defense organization and the families. Of course, there will be zones, sectors, and other overhead leaders modeled somewhat on the order of the air-raid setup. This block service leader will be responsible for *interpreting* war-service programs such as point rationing to the people, he will *advise* as to where information can be obtained relating to any phase of consumer relations, he will *recruit* for the other volunteer services as the need arises, and will *collect data* for the governmental agencies concerning the well-being of the families he represents. For instance, if delinquency seems to rise in any neighborhood he can, in collaboration with the other block service leaders of his zone, immediately collect pertinent data on the families of the neighborhood, and channel it back to the proper authorities.

Obviously, this block service plan is a Gargantuan undertaking. In New York City alone it will entail the recruitment and training of approximately 100,000 people. The block training program must train the leaders to avoid the pitfalls as well as to teach the content of the programs which they are to interpret to the people. They will have no authority. They will command respect only as they serve their neighbors. They cannot be little people who always wanted to be big people, who will stick out their chests and pose as governmental representatives. In the broadest sense they must understand that if democracy is to be preserved, the organization itself must be democratic from the top to the bottom. Unless extreme care is used, minority groups within the community who are already under pressure will resent this meddling in their business and conceive of the block leader as a government *gauleiter*.

Most sociologists have their fingers crossed with respect to its success. The block plan as it has been used in the past has been primarily

to develop a community program which would defeat the political machines. This time it is being used as a political instrument. Many doubt if it can be democratic, since it is organized from the top down instead of from the neighborhoods up. Some are concerned locally because the civilian defense organization which was selected to develop the protective program inherited this essentially community welfare program.

Most of the prospective disadvantages, however, are canceled out by the prospective advantages. Block leader personnel will have a tremendous turnover until leaders are found who are acceptable to the people. As these block leaders discuss the problems related to their community and see the machinations of the political organization at the top, it is quite likely that opinion will crystallize and they will throw the politicians out, and develop a leadership that will put elementary principles of democracy into operation, and make the program succeed.

The most challenging part of the program is perhaps its postwar implications. It is obvious that if the program succeeds it will do so because we are able to find people in every community who will speak the language of the people themselves. This means that in every local neighborhood there will be developed a leadership that will remain as a residue when the war is over. It may provide the means through which we will solve many of the most chronic community problems that have plagued us in the era which has passed.

All in all, this group of civilian defense volunteers working together, studying together, can become a powerful force. It has the possibility of welding us into a people's front in a people's war. It may develop such a sense of community responsibility that we will approach the peace with a comparable sense of social responsibility for the whole world. If it does, this nonformal program of education may go a long way toward keeping this war from being a total social loss. If it succeeds, it may compensate in some small way for the blood being shed by our sons, fathers, and allies.

IMPACT OF WAR ON THE SCHOOLS

INTRODUCTION

Toward the end of October 1942, as soon as school policies for the academic year began to crystalize, the editor of this issue in consultation with the managing editor prepared a questionnaire on the "Impact of the War on the Schools." The questions dealt with the effect of the war on curriculum, enrollment, school services, school law, student morale, school routines, use of school buildings and facilities, teacher supply, teachers' duties, and school finance. In addition, questions calling for anticipated and desired changes—both for the duration and postwar—were included.

Copies of the questionnaire were forwarded to the active members of Rho Chapter, Phi Delta Kappa, a professional fraternity in education. Seventy-nine replies were received. One must be cautious in the predication of generalizations where the basis for such generalization is so limited a number of responses. However, we can be reasonably justified in assuming that these figures are fairly indicative of educational trends a year after Pearl Harbor. This assumption is justified when we consider the unusually good sampling that the responses represent. Those responding included teachers, teachers-in-charge, assistant principals, heads of department, principals, assistant superintendents, superintendents, psychologists, guidance directors, professors and deans, representing elementary, junior, and senior high schools, colleges, and school systems, extending from Vermont to Texas and from Long Island to California. The respondents were associated with school registers ranging from 90 to 20,000, with school staffs ranging from 12 to 1,000.

Responses to the several questions (except the one dealing with school law on which insufficient data were received to warrant any generalization) were tabulated by the issue editor and forwarded to ten commentators whose analyses and interpretations follow.

I. EFFECT ON THE CURRICULUM

STEPHEN J. WRIGHT

IMPACT ON THE HIGH-SCHOOL CURRICULUM

The curriculum of the high school appears, thus far, to have been more sensitive to the impact of war than either the college or elementary school. From Table I, it can be seen that 94 courses have been added, of which 73 or approximately 77 per cent have been of a mathematical or technical nature. The courses added represent some 28 fields with, of course, some overlapping. Some of these courses, the preflight and navigation for example, are new to the high-school curriculum and most of the others, prior to the war, were regarded as belonging largely to the vocational school. It can be seen also that mathematics, a subject which had been losing ground rather steadily since 1890, is now gaining ground. The fact that 33 schools were reported as offering preflight courses is, perhaps, the most arresting feature indicated by the table. While aviation is admittedly important and bids to become increasingly so, a question might be raised concerning the balance in course offerings. This question involves the following considerations:

1. In a majority of the schools, the pupil population is relatively evenly divided between boys and girls—a factor which suggests a discrimination in favor of the boys.
2. Indications are that large numbers of skilled and semiskilled workers of both sexes are and will be needed.
3. With the lowering of the draft age, many of the boys will enter branches of the armed services other than the Air Force.
4. The extent to which the newly added courses contribute to the broader functions of the high school.

Table I also shows that certain courses are being dropped—particularly in the foreign-language and social-studies areas. Some fifteen courses are included in these areas. At this point, however, it is, perhaps, too early to get an accurate indication of the trends, but at the time these data were assembled, it appears possible to infer at least the general direction of the trends. Accordingly, then, the foreign languages, especially German,

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TABLE I

NAMES AND NUMBER OF COURSES REPORTED ADDED OR DROPPED
BY THE SCHOOLS

<i>Courses Added</i>	<i>Number of Schools</i>	<i>Courses Dropped</i>	<i>Number of Schools</i>
Preflight	33	None	30
Electricity and radio	12	Foreign languages	6
Navigation	8	Economics	2
Physical education	6	Economic geography	2
Nutrition	4	Problems of democracy	2
Mechanical drawing (for girls)	3	History, ancient	1
Spanish	3	History, modern	1
Machines	3	Sociology	1
Distributive education	3	Automobile driving	1
Pan-American culture	3	Electricity, elementary	1
Mathematics	2	Carpentry, elementary	1
Mathematics, shop	2	Metalwork	1
Mathematics, refresher	2	Automobile mechanics	1
Blueprint reading	2	Chemistry	1
Machine shop (for girls)	2		
Welding	1		
Junior engineering mathematics	1		
Photography	1		
Map making	1		
Shop science	1		
Chemistry, general	1		
Physics, general	1		
Radio Code typing	1		
Typing	1		
Office machines	1		
Music, instrumental	1		
Transcription	1		
Home and family living	1		
Consumer education	1		
First aid	1		
World literature	1		
None	8		
Total (added)	112	Total (dropped)	51

French, and Latin, are being dropped, but this apparent trend is being offset somewhat by additions in Spanish—which doubtless stems from our increased emphasis on the Good Neighbor Policy. Not all of the secondary schools, however, are following this trend. The secondary schools of Pasadena, it is reported, have introduced courses in Japanese, Russian, military German, and Portuguese. Another striking feature

indicated in this table is that so far the majority of the high schools have not dropped any courses.

A large majority of the schools reporting have given the old courses special war emphases and the emphases given are on whatever applications these courses may have for prosecuting the war (see Table II). The extent of the emphasis is, of course, difficult if not impossible to ascertain. A few examples will illustrate the nature of the emphasis. In chemistry, the emphasis is on plastics, synthetics, explosives, and gases; in mathematics, applications to navigation and aviation are stressed; in science, the accent is on meteorology, photography, and radio.

TABLE II

THE CHANGE OF EMPHASIS IN COURSES ON THE HIGH-SCHOOL LEVEL

Name of Course	War Emphasis*	Number
Mathematics	Aviation, navigation	27
Science	Radio, meteorology	26
Social studies	Meaning of democracy	12
Health education	Commando training, etc.	11
Shop	Riveting, metalwork	5
English	More functional	4
Chemistry	Gases, photography	3
Biology	Flight problems	2
Mechanical drawing	More advanced	2
Woodwork	War-plane models	1
Homemaking	Nutrition	1
First aid	More rigid	1
Business training	Correlation with military administration	1
All courses	Military and war	6
Total		102

* Samples only.

IMPACT ON THE ELEMENTARY- AND JUNIOR-HIGH-SCHOOL CURRICULA

The elementary and junior high schools, having to deal more with the fundamentals and being further from participating directly in the war owing to the age of the pupils, have been less affected by the war as indicated by addition or elimination of any considerable number of courses. The elementary schools reported the addition of only four courses: physical education, shop, domestic science, and music—all subjects which most elementary schools had in some measure prior to the war, with the

possible exception of shop. As to emphasis, the courses in geography have accented maps with special reference to the war zones, while the social studies have directed special attention to such matters as the meaning of democracy and current events. One principal reports "a stronger emphasis on militant patriotism."

The junior high schools, as should be expected, have apparently been affected more by the war than the elementary schools, but again the effect has been toward special emphasis rather than in the addition or elimination of courses. Several schools have added commando training to the courses in physical education, while the shops are making model airplanes, and the social studies, as in the elementary schools, are stressing current events, active citizenship, and the meaning of democracy.

THE IMPACT ON HIGHER EDUCATION

The effect of war on the college curriculum has been quite marked, but perhaps not so marked as in the high-school curriculum. As shown in Table III, 45 courses, representing 19 fields, have been added, and all of the colleges reporting, except one, have added at least one course in response to the demands of war. It will be observed that the correlation between the courses added on the high-school and college levels is relatively high. The technical and scientific courses, for example, predominate, and, in terms of frequency, the courses relating to aviation rank first on both levels; while courses relating to radio and health also rank near the top on both levels. Contrary to the situation existing on the high-school level, however, there is apparently more balance in the course offerings on the higher level. On the college level, approximately 16 per cent of the additions are directly related to aviation, whereas on the high-school level the percentage reaches 35. The dropping of courses on the higher level was not so marked as on the high-school level. Only one institution reported the elimination of courses, but, since the draft age has been lowered, this situation will probably not obtain very long and is perhaps not representative now. One eastern State teachers college reported substituting mathematical analysis for the survey course in English literature as a requirement for all entering freshmen.

With reference to emphasis on war application, the higher institutions follow a pattern almost identical with that observed on the high-school level—both as to subjects and nature of the emphasis (see Table II). In

TABLE III

COURSES ADDED ABOVE THE HIGH-SCHOOL LEVEL

<i>Courses Added</i>	<i>Number of Schools</i>
Aeronautics	7
Mathematics	6
Health and safety	5
Radio	4
Science	2
Meteorology	2
Pre-induction	2
Nutrition	2
Physics	2
War chemistry	2
Economics of war	2
Motor mechanics	1
Photography	1
Blueprint reading	1
Spanish	1
History of Asia	1
Inter-American relations	1
Industrial arts	1
Personnel management	1
None	—
Total	45

addition to the courses added, eliminated, or changed in emphasis, another important effect of war has been reflected in the crowding into the previously existing courses of a technical or scientific nature. Four large eastern institutions, for example, report heavy increases in engineering, physics, mathematics, technology, and like subjects. In the matter of prospective additions to the curriculum, one large eastern women's college has announced new courses to begin shortly, designed to train men and women to decipher codes in French, Spanish, German, and Italian as well as other courses in aerial photography and photogrammetry—all courses for war.

SUMMARY AND CONCLUSIONS

After only a year of war, the effects on the curriculum, especially on the high-school and college levels, have been pronounced. These effects have been reflected more, thus far, in the addition of new courses and new emphases in old courses than in the dropping of courses. Although the elimination of courses has, apparently, just begun, the early indications are toward the discontinuing of foreign languages and the social studies, and the courses added are overwhelmingly of a vocational and technical nature. The shift in class enrollment is toward the scientific-technical area rather than toward the "cultural" area, and the prospective additions to the curriculum appear also to augment this trend.

It would be illogical to expect the addition of large numbers of courses in the scientific-technical area and the crowding of the previously existing courses in the same area without significant repercussions in the functioning of the institution as a whole. Such changes must assume additions to the teaching staff, or see that the staff is sufficiently versatile to "double" in the new courses if they are to be taught effectively, and, unless other subjects are dropped in proportions relative to the additions, new teachers will have to be added—the versatility of the staff notwithstanding. The very nature of the new courses renders them more costly than many of the older, more bookish courses. These factors would seem to make increased school appropriations indispensable at a time when school appropriations face drastic reductions.

The past two decades in education have been characterized by great and increasing effort by many educators, holding many and varied philosophies, to effect changes in the curriculum, but the war, in only one year, has been a more powerful catalytic agent. Yet the changes wrought bring into focus two significant issues:

1. Can the interests of our youth and the effective prosecution of the war best be served by making the curriculum predominantly technical and scientific to the exclusion of other subjects and particularly of the social studies?
2. How permanent are these changes?

The effect of the extent to which the war has stimulated greater efficiency in developing America's youth into citizens more useful both to themselves and to the social order is incontrovertibly good, but, when

profound changes are being wrought in our educational pattern, they should be meticulously examined for their intrinsic values and broad implications.

II. EFFECT ON ENROLLMENT

LESTER JAMES GOSIER

An inspection of Table IV will disclose a trend toward decreased enrollment, the colleges and secondary schools being most affected. This is to be expected, since their students are of draft or employment age. Out of sixteen colleges responding, eleven (or 69 per cent) reported decreased enrollments; twenty-six out of forty-two secondary schools (or 62 per cent) disclosed decreases. For the elementary schools generally, "no effect" on enrollment was attributed to the war.

Secondary-school subjects with greatest increase included mathematics and sciences. Shop courses ranked second, while mechanical drawing and Spanish were third. Colleges revealed similar trends in the fields of mathematics and science. Slight increases were shown in engineering,

TABLE IV
EFFECT ON ENROLLMENT

Level	Increase	Decrease	No Effect	Total
Elementary school	..	1	6	7
Junior high school	..	1	3	4
Senior high school	8	26	8	42
Kindergarten-12B*	2	3	3	8
Higher education	4	11	1	16
Conversion	2	..	..	2
 Total	 16	 42	 21	 79

* "Kindergarten-12B" refers to responses covering *entire* school systems, embracing both elementary and secondary education.

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drawing, and the industrial arts. Some increases were shown in practical arts on the junior-high-school level. Elementary schools reported nothing.

Foreign languages represented twenty-three out of thirty-four cases of decrease in enrollment in specific subjects in the secondary schools. Among colleges, the social studies showed greatest curtailment; slight decreases were noted in other fields. Junior high schools reported small increases in academic courses.

Male enrollment showed greatest decrease on the college level, with nine of the ten institutions responding to this phase of the questionnaire reporting losses. Twenty-five of the thirty-three secondary schools listed decreased enrollment for boys. Decreases on other levels were negligible.

Female enrollments on college and secondary-school levels followed a similar pattern. Seven out of sixteen colleges answering showed losses while twelve of thirty secondary schools noted decreases. On other levels the losses were slight.

Three of the sixteen colleges reported "no effect" on female enrollment as did sixteen of the thirty secondary schools. None of the colleges and only seven secondary schools reported "no effect" upon their respective male registration.

SUMMARY

Great fluctuation of total enrollment was noted on the college and secondary-school levels. Both colleges and secondary schools showed greatest losses in male registrants. Similar losses were noted on these levels in female registrants. However, female decreases were not as severe since three colleges and sixteen secondary schools reported their female registrations as not being affected.

CONCLUSION

Some indication of the emphasis upon the fields of mathematics and science for the duration can be seen. The absence of heavy registration for general shop courses might indicate (1) a dearth of pre-induction courses in our smaller secondary schools and colleges or (2) that the date of survey preceded the general establishing of formal pre-induction courses. Junior high schools, elementary schools, "entire systems," and conversions are little affected as regards their enrollment and subject matter taught.

III. EFFECT ON SCHOOL SERVICES

STEPHEN G. RICH

In all, seventy-one cases of additions to school services and twenty-one cases of deletions of such services (partial or complete) have been reported. The fact that more is being required of the schools, in both quantity and variety of services, is the conspicuous meaning of this report.

Eight cases (four in senior high school, four in college) were reported of establishment of an adult-education program connected with the war. This is by far the largest number of cases reported for any change in school services. Services of a noneducational sort (in the usual sense of that term) account for twenty of the seventy-one cases reported. These include sale of war stamps, salvage, rationing, first-aid courses, identification tags, etc., and are fairly evenly spread over the entire field from elementary schools to colleges.

The remarkable feature is the scattering of the additions over an immense variety of activities. No less than thirty-four additions were listed. It is clear that there is no uniformity in the demand made on the schools or the demands which are complied with.

The deletions are twenty in all, with thirteen in the high-school range and seven in colleges. The elementary schools are hardly affected at all in this respect. Decreased bus service and extracurricular activities (including interscholastic competitions) are the only items reported by more than one person replying; and of these four reports of dropping of the extracurricular doings are at the top. Only sixteen different deletions are mentioned.

The net effect is an impression that there is no clear understanding as to what should be added or what should be deleted to meet war conditions. We are still in the experimental stage. Individualism of superintendents and systems seems to run riot here. One may suspect that the war is being used as an excuse to add or drop whatever those in command of a school or system would long have liked to add or delete.

This should not be considered either an evil or a pessimistic conclusion. It merely points out that we still have far to go in even understanding what school services do or do not contribute to the war effort. It is a healthy sign of growth and of independent activity.

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IV. EFFECT ON STUDENT MORALE

WILLIAM H. SEE

Out of eleven junior high and elementary schools, only two, one from each division, made comments. The elementary-school comment states that vocational guidance has been introduced in the eighth grade; the junior high school, that there is a problem of adjusting classes to curriculum changes and in addition there is emphasis on character development.

Twenty-two high schools reported an increased emphasis and need for guidance. An apparent defect is noted in the guidance program, which must be cautioned against. Steering pupils into obvious war occupations

TABLE V
EFFECT ON STUDENT MORALE

Level	Improved	Weakening	None	Blank	Total
Elementary school	3	1	2	1	7
Junior high school	3		1		4
High school	27	6	8	1	42
Kindergarten-12B	7	1			8
Higher education	11	1	1	3	16
Conversion	1	1			2
Total	52	10	12	5	79

such as nursing and engineering may be doing an injustice to those whom the guidance program is meant to help. Some means of keeping a control against an overpopulated nurse's and engineer's field in the future must be organized. The guidance director must not find an easy way out because it is true that the two mentioned fields are urgently needed in wartime. Instead he must realize that if a boy shows ability in mathematics, etc., not only must engineering be considered, but also architecture, astronomy, teaching, and a long list of occupations. It is to be hoped that the whole subject of guidance might receive more serious attention both now and in the future.

The special problems resulting from the war claim our particular attention. The responses of the elementary and junior high schools do not

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indicate any serious problems resulting from the war. The junior high schools made no comments; one elementary school mentioned two:

1. Training pupils to use tools
2. Training pupils to eat hot dishes daily

In contrast, the high schools mention important and pressing problems. Falling registers are mentioned by nine schools. This is caused by pupils dropping out of school in order to secure jobs. Unfortunately, no mention is made of the age of the pupils, their I.Q. ratings, or their economic backgrounds. Eight schools mention the problem of the desire to enlist. Since the Selective Service Act has been amended to include the teen-age group, that problem has been taken out of the hands of the high school.

A far more important problem mentioned by eight schools is that of uncertainty and anxiety among older boys who are giving up planning for the future. The democratic countries arrayed against the dictatorships must evolve a program of certainty and faith in the future, or else the winning of the war will be a hollow victory. Perhaps wartime is the most important time for a nation to emphasize its cultural heritage, the great accomplishments of all humanity, so that the boys may be imbued with the great desire to help win the war and to "stick around" during the peace to see that the methods of honorable sharing among nations be enforced. We have a great heritage; it is the school's job to bring it before the pupils. The war is an unpleasant interruption in the onward march of humanity's progress toward higher standards of living.

To a lesser degree, the following special problems were enumerated:

1. Increased absence and lateness
2. Excusing students because of afterschool work
3. Indifference on the part of students
4. Parents tired; see effects on children
5. Afterschool detention impossible because of afterschool employment
6. Fewer average students; some more conscientious, others much less
7. Transportation problem

These problems would be far less in evidence if the schools made a more determined attempt to teach the boys and girls that "these are the things we are fighting for." It is not the business of the school to engage in the fighting, but it is the business of the school to hold before the nation the lessons of the past; to inspire the present; and to dare to dream of the future.

Some means should be found, whether it be done by the schools or by

some coöperating agency, to care for the children of war-industry working parents. The lack of parental control has increased the discipline problems at school. It would seem that this problem can be approached from two directions: (1) from the agencies helping the home and (2) by the school doing its true job (and the job it is best qualified to do) of teaching and inspiring with much less emphasis on the propagandizing and training in war.

Table V indicates that fifty-two schools report an improved student morale. Yet from the special problems mentioned, more than ten schools must be suffering a weakening morale of which they may not be aware. How do we test the state of the student's morale? Is it by his excitement in the competitive buying of war stamps? Is it by the amount of scrap collected? Is it by his boasting of what he'll do to the enemy when he gets there? Is it by the many outward signs of excitement and natural adolescent exuberance? Or shall we best test student morale by the quiet determination in the mind and eye and hand of the student? Can we not best test student morale by the improved attendance record, the elimination of tardiness, the improved quality of work?

V. EFFECT ON SCHOOL ROUTINES

JULIUS LOEB

The war has had very little effect upon the prevailing routines in the school. That is apparent in the elementary schools, and becomes more obvious as one progresses to higher education. Three of the seven elementary schools reporting mention "no effect." Two of the eight kindergarten-12B schools make the same report. Six schools in higher education reported no changes whatever, whereas one reported only a slight disruption of routine. The reports indicate, however, that the war has had a greater effect upon assemblies than upon any other routine. Such is especially the case of the high schools, twenty-one of which reported a greater emphasis upon patriotic assemblies. The elementary schools likewise report an increasing stress upon patriotic as well as humorous assemblies as morale builders. Only one school mentions curtailed emphasis, due to the fact that the assembly hall is located in the upper story of the structure, a vulnerable location. Among the miscellaneous items reported

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by the high schools are increased homeroom activities and fewer student parades.

In higher education, assemblies are influenced by a stress on the discussion of war and postwar themes. In general, conversion schools are the least affected of all, since they normally had but a minimum of routine, and no assemblies whatever.

NEW ROUTINES

Every school reporting on this question mentions the initiation of some new routine. All schools have inaugurated air-raid drills. This is to be expected, as it is a governmental requirement. A more detailed study of air-raid drills would show their effect upon the length of the recitation period, and upon the recitation itself.

Schools are required to distribute identification tags to the students. However, only one school mentioned "tag distribution" as a new routine. Those who failed to mention it probably did so due to a feeling of its commonplaceness. One junior high school reports a physical-education Victory Corps, and another, a Junior Red Cross.

The high schools show a greater general effect of the war upon new routines. There, the physical-education departments have organized physical toughening and first-aid courses. Additional activities in the high schools are: the sale of war bonds, civilian defense activities, scrap drives, homemaking courses, and special guard services. Such activities are possible due to the higher ages of many of the students, particularly in the upper classes.

An increase of war industries in several districts, with a resulting strain upon existing transportation facilities, has had its effect upon the hours of five of the schools reporting, since the school hours were changed in order to stagger the transportation load.

The colleges have initiated activities similar to those of the secondary schools with the additional activities of inspecting for fire hazards and school "sings." Although one college reports "model airplane building," it is not to be assumed that this is exceptional, since many high schools and even junior high schools are doing the same.

Of the two conversion schools reporting, one states that it holds its air-raid drills and adheres to dimout regulations, whereas the other is so busy producing needed manpower that it has not had an air-raid drill, and reports that it has no time for assemblies.

VI. USE OF SCHOOL BUILDINGS AND FACILITIES

ARTHUR HUGHSON

Use by students. The impact of war has caused the greatest change in the use of high-school facilities, as compared with other levels of education. Twelve high schools report an increased use by students while eleven others are now used less. In only fourteen of the thirty-five reporting high schools has there been no change in use of school facilities.

TABLE VI
EFFECT ON THE USE OF SCHOOL FACILITIES BY STUDENTS

Level	Increase	Decrease	No Change	No Data	Total
Elementary school	3	3	1	..	7
Junior high school	2	..	2	..	4
High school	12	11	12	7	42
Kindergarten-12B	1	..	6	1	8
Higher education	5	7	4	..	16
Conversion	1	1	..	..	2
Totals	24	22	25	8	79

A similar situation is to be found in the higher education level. Only in four of sixteen reporting institutions of higher learning has there been no change. A simple explanation is readily found for decreased use of school facilities in the high school and in institutions of higher education; namely, the fact that it is from these institutions that our army is being recruited. Increase in use, on the other hand, can be explained on the basis of recognition both by the school authorities and by the community that further study will help both the individual and the group. In many instances, the school has become the community center.

Use by community. There has been a tremendous increase in use of school facilities by the community. Of sixty-six schools reporting, forty-five indicate increased use. Only fourteen show no change. The greatest decrease (five) is shown by the high school.

Additional sessions. Of seventy-six schools reporting, thirty-nine show an increase in sessions while thirty-seven show a decrease. Ten schools

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report that they are running on a twenty-four-hour schedule. It would be interesting to know why thirty-seven schools show a decrease in the number of sessions. Could it be the result of loss of students to the Army, Navy, etc.?

Mimeographing, textbooks, and supplies. Here there is a definite reduction in use due to the war impact because of "freezing," shortage, conservation, etc.—this in spite of the fact that there has been an increased demand for mimeographing rationing notices, air-raid precautions, etc. This would indicate a curtailment of traditional or standard types of mimeographing.

In general, the trend in textbooks follows the trend in supplies. While a great many new textbooks are being ordered for understanding the war

TABLE VII

EFFECT ON THE USE OF SCHOOL FACILITIES BY THE COMMUNITY

Level	Increase	Decrease	No Change	No Data	Total
Elementary school	4	1	1	1	7
Junior high school	4	..	..	..	4
High school	21	5	7	9	42
Kindergarten-12B	5	1	2	..	8
Higher education	10	..	3	3	16
Conversion	1	..	1	..	2
Totals	45	7	14	13	79

TABLE VIII

ADDITIONAL SESSIONS RESULTING FROM THE WAR

Level	Yes*	No	No Data	Total
Elementary school	..	7	..	7
Junior high school	1	3	..	4
High school	25	17	..	42
Kindergarten-12B	2	5	1	8
Higher education	9	6	1	16
Conversion	2	..	..	2
Totals	39	38	2	79

* 24-hour-schedule reported by 10 schools.

effort, for pre-induction training, etc., fewer texts of the standard type are now available in the schools reporting.

CONCLUSIONS

The data presented in Tables VI, VII, VIII, and the study of mimeograph materials, textbooks, and supplies indicate definitely that the war impact has been felt by our educational system at every level. Each area, from kindergarten to the university, has been affected. Generally, increased demands have been made by the community upon these institutions in an "all-out" effort to aid the war. Wherever a loss of normal activity is evidenced (as in high school, etc.) it, too, is due to war demands, either in the form of materials or in the form of manpower.

VII. EFFECT ON TEACHER SUPPLY

IRA M. KLINE

Early withdrawals for service in the armed forces was heaviest in the secondary and college levels as the percentage of men in these areas is higher. Male teachers on the elementary level are not numerous and withdrawals for either types of service is inconsequential. As the acceleration of enlistments of women in the three service organizations has increased since November 1942 analysis of these data does not represent the situation today.

TABLE IX

PROBLEM OF TEACHERS BEING CALLED TO MILITARY SERVICE

Level	No Effect	Slight	Serious	Total
Elementary school	4	3	..	7
Junior high school	..	3	1	4
High school	5	24	13	42
Kindergarten-12B	3	5	..	8
Higher education	3	9	4	16
Conversion	1	..	1	2
Total	16	44	19	79

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TABLE X

PROBLEM OF TEACHERS BEING TAKEN UP BY INDUSTRY

Level	No Effect	Slight	Serious	Total
Elementary school	5	2	..	7
Junior high school	2	2	..	4
High school	17	20	5	42
Kindergarten-12B	4	4	..	8
Higher education	10	5	1	16
Conversion	1	1	..	2
	—	—	—	—
Total	39	34	6	79

The withdrawal of teachers for employment in industry falls most heavily at the secondary-school level. This withdrawal is likewise accelerated as the intensity of war effort rises and demand for manpower and material increases. Demand for manpower has been nationwide but more vigorous in and around industrial areas. Industrial needs draw most heavily from teachers of mathematics, science, and vocational fields. The relatively high income of both men and women in industry under war production lures teachers from schools, especially in low salary areas. The temporary character of industrial employment in a war crisis does not restrain or retard transfer. The degree to which teachers generally have been underpaid is now being recognized by those served by these teachers. It is now obvious that the supply of qualified teachers is not inexhaustible.

The gravity of the problem of replacement is not adequately repre-

TABLE XI

PROBLEM OF REPLACEMENT OF TEACHERS

Level	None	Slight	Serious	Total
Elementary school	3	3	1	7
Junior high school	..	2	2	4
High school	3	20	19	42
Kindergarten-12B	1	2	5	8
Higher education	5	7	4	16
Conversion	1	..	1	2
	—	—	—	—
Total	13	34	32	79

sented in Table XI. Available unemployed teachers have already been absorbed and the acute shortage of teaching personnel which several months ago was considered a myth has now been accepted as an actuality.

The adaptation of teachers to the serious conditions arising from withdrawals and the induction of large numbers of persons not previ-

TABLE XII
PROBLEM OF ADAPTATION OF TEACHERS

Level	None	Slight	Serious	Total
Elementary school	2	5	—	7
Junior high school	—	4	—	4
High school	11	23	8	42
Kindergarten-12B	1	4	3	8
Higher education	9	5	2	16
Conversion	—	1	1	2
Total	23	42	14	79

ously engaged regularly as teachers is difficult and may seriously impair the efficiency of education on all levels.

The survey reveals retraining and out-of-license teaching as the two outstanding methods of meeting the problem. These, however, may result in serious impairment of the quality of instruction. The retraining of teachers under pressure as to time and extent cannot ensure a satisfactory standard of teaching service.

Out-of-license teaching may become actually vicious in its effect upon the standards for certification and quality of service. No brief for existing standards of certification should be assumed; however, there are standards. The development of existing standards represents an upward trend in kind, quality, and extent of preparation and has resulted in teachers whose teaching services have improved. Any expediency resorted to in keeping schools staffed during this or any other crisis should not destroy or impair existing standards.

The use of substitute teachers to occupy positions that should be filled by full-time teachers is also vicious. As a relief to the salary item of school budgets, it cannot be justified. It deprives teachers of the income and

reward to which they are entitled, makes them mindful of their insecurity, deprives them of the ultimate benefits of retirement annuities, and limits the satisfaction and enjoyment to which teachers worthy of the name are entitled.

No considerable number of retired teachers will return to classrooms even if present restrictions on their employment be removed.

We need to be zealous in our efforts to keep our education program at the highest possible level of efficiency for the duration. Postwar adjustments should be of less concern at this stage.

VIII. DEMANDS MADE ON TIME OF TEACHERS

DOUGLAS G. GRAFFLIN

Intraschool duties added. The most frequently mentioned additional intraschool duty of teachers was an increased load of pupils and/or classes. Only fifty per cent of those replying listed this heavier load specifically, another twenty-five per cent replying in generalities which could be construed to mean added work, such as, "many more," "yes."

Following increased load, in order of decreasing frequency, came war stamp and scrap drives, additional guidance activities, air-raid drill responsibilities, and first-aid teaching.

These replies confirm what one would have guessed would be the additional responsibilities of teachers in wartime. If there is any surprising reply it is the one that indicates that schools have so early recognized the need for added guidance on the part of young people in wartime. This is encouraging.

Extraschool duties added. About fifty per cent of the schools replying listed rationing as an added demand on the teacher's out-of-school-hours time. Even allowing for the fact that a few of the replies were from private schools and colleges it is significant to note that not all teachers have rationing responsibilities.

The other frequently mentioned demands on the time of school teachers' afterschool hours were such as any member of the community might expect: participation in the civilian defense program (plane spotters, auxiliary firemen, air-raid wardens, etc.) and Red Cross activities. A few, six out of eighty, mentioned teaching courses for the civilian de-

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fense authorities and ten per cent replied that there were no additional demands upon their out-of-school time.

IX. EFFECT ON SCHOOL FINANCE

ANTHONY J. FERRERIO

Of the total number of schools reporting, 29 per cent show an increase in budget; 20 per cent show a decrease; 33 per cent show no effect; while the remaining 18 per cent make no report on this item. As for teachers' salaries, 29 per cent show an increase; 1 per cent (only one school) shows a decrease; 61 per cent show no effect; and 9 per cent make no report. The percentages are, of course, greatly influenced by the percentages of

TABLE XIII

EFFECT ON THE BUDGET

Level	Increase	Decrease	No Effect	Blank	Total
Elementary school	1	..	3	3	7
Junior high school	2	..	1	1	4
Senior high school	14	11	13	4	42
Kindergarten-12B	4	1	3	..	8
Higher education	2	4	6	4	16
Conversion	..	..	..	2	2
Total	23	16	26	14	79

the senior high schools, since the latter constituted over half, 53 per cent, of the total number of schools reporting.

It would seem that the increase in budget, 29 per cent, corresponds to the increase in salary, 29 per cent. However, a glance at Tables XIII and XIV will reveal that these increases do not correspond school for school.

While there is a decrease in budget in 20 per cent of the cases, the decrease in teachers' salaries is negligible. Thus, the increase or maintenance of salaries has of necessity been at the sacrifice of other educational items.

The percentage of cases of increase in budget is just about offset by the percentage of decreases. In fact, there is no noticeable variation between increase, decrease, and no effect—20 per cent, 29 per cent, 33 per cent.

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Hence, we cannot attribute either the increase or decrease in budget as an effect of the war. It seems that all we can say is that in some cases there has been an increase, in others a decrease following the declaration of war. Perhaps, these would be the same without a war.

TABLE XIV

EFFECT ON TEACHERS' SALARIES

Level	Increase	Decrease	No Effect	Blank	Total
Elementary school	1	...	6	...	7
Junior high school	...	...	3	1	4
Senior high school	11	...	29	2	42
Kindergarten-12B	5	...	3	...	8
Higher education	5	1	7	3	16
Conversion	1	...	...	1	2
	—	—	—	—	—
Total	23	1	48	7	79

The numerous comments made by the respondents show a concerted agreement that budgets, and with them salaries, must be increased:

- "...teachers must be paid more."
- "...We hope to have reasonable increases soon."
- "...An increase in budget is urgently needed."
- "...It is hoped that some adjustment will be made for increased living costs."
- "...increase being considered."

Almost all commented along this line.

We should compare the rather haphazard budgetary conditions represented in the tables with the situation in England. In that country, after years of war, in spite of the many pressing wartime needs, it was deemed both prudent and expedient actually to increase, systematically, the budget for education.

The social and practical value of maximum educational provision has long since ceased to be a debatable issue. There is danger, though, that in the immediate crisis the exigencies of the moment may leave us no other course than to accept and yield to the patently justifiable demands for further economies in education. In the present upheaval, it is essential

that the financial structure of education remains secure. We are engaged in a death struggle to preserve democratic government. An adequately financed public education is the cornerstone of that democratic government.

X. EFFECTS ON TEACHERS' OUTLOOKS

NORMAN R. HUNT

CHANGES ANTICIPATED—FOR THE DURATION

Fifty-five per cent of those answering the questionnaire anticipated a significant change in emphasis for the duration of the war from a formal, academic type of education to one of a more practical or functional nature. This change was characterized in many different ways. Some of the descriptive phrases follow: "a more functional use of the schools with less emphasis on the cultural," "increased attention to vocational education," "shift from academic to manual abilities," "pride in the ability to do," "a more realistic curriculum," "less distinction between the academic and vocational high schools." The adjectives "technical," "mechanical," and "industrial" were frequently used. Repeated mention was made of a greater emphasis on and interest in courses in science and mathematics. Conversely, several persons reported an anticipated lessening of interest in the more purely academic subjects, particularly languages.

Fifteen per cent of those replying anticipated a loss of qualified teachers, particularly in the technical fields, though reference was also made to the migration expected from poorer paying communities to those able to offer better salaries. Nine per cent expected to lose students to industries.

The remaining answers indicated a wide variety of expected changes so different in nature as to prevent grouping. Some of the more interesting follow: "increased community service" (5),¹ "reduced revenue" (3), "more activities and duties for teachers" (3), "an accelerated program" (2), "lowering of the age when students might work in industries" (2), "greater emphasis on patriotism" (2), "nursery schools for children of working mothers" (2), "increase in part-time work of students" (2),

¹ Numbers in parenthesis indicate frequency of mention. No number indicates only one such reply.

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"increased juvenile delinquencies," "increased guidance and self-government," "shortening of the school day or year," "pupils and teachers more serious," "laxness in relation to standards," "an opening up of new, experimental ideas in the building of curriculum," "a more questioning attitude of mind on the part of educators and of the public generally."

POSTWAR CHANGES ANTICIPATED

Forty-two per cent of those answering believed that the change from an academic to a more immediately practical program would be continued after the war. This reaction was indicated by such expressions as "pragmatic subject matter with vocational emphasis," "greater flexibility in the whole educational establishment," "streamlining the curricula by eliminating courses that have been retained because of tradition," "emphasis on those fundamentals necessary for economic self-sufficiency," "more trade work," "get away from the white-collar idea," "from classical to practical," "the old academic high school will never return," "education for living," "duration changes will be made permanent." Frequently those who believed that education would become more realistic, to the extent that it would relate more directly to the manifold activities involved in making a living, believed also that the school would be required to assume even greater responsibilities for vocational guidance.

Ten per cent indicated that they did not expect any change in education, but it was not clear whether they meant that postwar education would not differ materially from the kind existing during the emergency or whether they felt there would be no change from that offered before the war. The latter would seem more likely to be the case.

All other answers scattered widely as will be apparent from the following: "the Federal Government will aid education and equalize educational opportunities" (5), "emphasis on international understanding and tolerance of others" (3), "an influx of students who failed to finish their education" (3), "possible addition or extension of secondary education into the college field" (2), "decrease in enrollment," "fall in teacher wages," "increase in juvenile delinquency," "decrease in school support," "occupational rehabilitation," "deflation of 'progressive balloon' in interest of effective teaching," "growth in child-care centers," "increased recognition of services of teachers," "decline in vocational emphasis and rise in cultural," "greater emphasis on democracy and democratic procedures in education."

PERTINENT RESEARCHES BEING CONDUCTED

Thirty per cent of the questionnaires indicated that some experiments or research activities were being conducted in the school systems reporting. The two most often mentioned were: "checking on adaptability of present courses to the war needs" (6) and "investigating the effectiveness of our guidance activities" (5). Other investigations reported were: "employment of pupils and follow-up on graduates" (4), "student inventory being prepared," "value of lectures on the democratic way of life," "adaptability of women to certain machine-shop operations," "effect of class size on instruction," "devising tests to predict success in mechanical drawing," "investigating knowledge of aims and issues of the war," "integrating arithmetic with other subjects," "value of part-time work in secondary education," "adapting college courses in mathematics and physics to secondary school."

CHANGES DESIRED FOR THE DURATION

As might be expected, the greatest range of answers came in this and the succeeding phases of the survey. To the first part, "What changes would you like to see for the duration of the war?" twenty-seven per cent emphasized the realistic as opposed to the academic type of education. The phrases used were very similar to those used in answering the earlier question: "viewing education realistically," "greater emphasis on vocational and scientific education with adequate guidance," "complete shift to training for useful employment," "all high-school students should have vocational training of some sort," "need for an expanded industrial-arts program."

Ten per cent wanted no change from prewar standards. All the other answers were widely distributed over many different subjects, as follows: "increased teacher salaries" (6), "greater coöperation between industries and vocational training" (3), "decrease in class size" (3), "planning school day to encourage part-time employment" (3), "drop Regents" (2), "greater financial support of education by State and Federal Government" (2), "greater flexibility in licensing teachers" (2), "removal of rationing duties or lightening teaching load" (2), "increased participation of teachers in war effort" (2), "a better defined policy on the part of government toward education" (2), "higher education made available to poor students with ability," "real professionalization of teaching," "avoid undue emphasis on technical courses for all pupils," "master fundamentals," "reduce graduation requirements by making languages and social

studies elective," "greater school-community coöperation, with community participation in planning the curricula."

POSTWAR CHANGES DESIRED

To the question, "What changes would you like to see in the postwar world?" the answers again clustered about those changes thought necessary to make education more practical, but whereas forty-two per cent indicated that they thought such a change would take place only twenty-five per cent indicated that they looked on it with favor. The descriptive phrases were similar to those used previously: "we are too college preparatory minded," "get away from glorifying the white-collar man," "high schools should give pupils something they could use to earn a living," "a more realistic philosophy of education actually applied," "we need greater flexibility in our educational program," "greater integration of the schools with the life outside the schools," "greater attention to the needs of the noncollege group."

The other replies touched on many different aspects of education: "equalization of education through Federal aid" (5), "better salaries for teachers" (4), "increased public respect for the teaching profession" (2), "propagandize to eliminate isolationist thinking" (2), "reduce class size" (2), "much greater emphasis on guidance" (2), "more opportunities for democratic participation within the school" (3), "adequate budgets, community centered schools," "keep fundamental family and church relationships," "more drilling on the 3 R's," "courses for bright students only," "one-year military training for all high-school graduates," "return to emphasis on spiritual values," "tenure for all teachers," "classroom teachers should have more influence in curriculum revision," "afterschool recreational services," "eliminate specialization below the eleventh grade," "debunking schools of education so that the schools can do a good job," "teaching through mastery of what is taught," "prepare against disbanding the junior high school by a better understanding of its function by trained teachers," "more attention to personality," "constantly increased flexibility based upon an understanding of individual differences."

CONCLUSION

Three facts seem clear from this survey—educators are sensitive to the impact of the war on the schools, they accept the role that education can play in helping to win the war, and they are strenuously at work on the immediate task of making those adaptations of curriculum and personnel

necessary to make it effective. To date they have been so engaged by the vital necessities of the present, they have not yet had the leisure or the philosophical detachment essential to a calm consideration of the effect these changes may have on postwar education. But the wide distribution of answers to the last question is itself evidence of an awareness that education will not be the same.

How can education become more truly effective in the life of the average individual? In what ways can education become a more dynamic force in a democratic world? What contributions can education make toward enriching and fostering the peace for which we fight? These and many other questions of a like nature are now in the minds of teachers everywhere. It is still too early to expect carefully formulated answers. Perhaps, in a year or two, when the end is more clearly in sight, it would be worth while to repeat this questionnaire with greater emphasis on future trends. Who can now predict the effects of the present on the minds of men?

MOBILIZING A SCHOOL FOR WAR

LUCIAN LAMM

At the High School of Science in New York City the responsibility for the coördination of wartime activities is centered in (1) the principal and his heads of departments; (2) the guidance committee, which advises and programs all pupils; (2) the faculty advisory council, whose concern is chiefly the interests of the staff; and (4) the steering committee, which initiates and supervises the wartime program in its numerous aspects.

The steering committee makes periodic appraisals of the school's war endeavors, examines new possibilities and procedures, and suggests modifications. Under its general aegis comes a great variety of activities most of which are supervised by committees of the faculty, or of the faculty and the student body. The following are examples of such activities:

The defense council has jurisdiction over air-raid precautions. A committee on war courses attends to pre-induction and pre-flight curricula. A committee on the High School Victory Corps supervises the conversion of the extracurriculum, and enrolls properly qualified pupils. A committee on teachers' courses is the coördinator of in-service courses given by our teachers for those who wish to qualify for out-of-license teaching and for other purposes (such as first-aid certificate). Numerous other committees, in which pupils play a large part, are devoted to the sale of bonds and stamps, salvage drives, books for those in service, contributions to the Red Cross and to Allied war relief, blood donations, collation of literature on the war, bazaars, and other types of sales drives for numerous war-relief purposes, aids to teachers and to the C.D.V.O. in the event of an air raid, etc.

Every subject department has, in one way or another, adapted its

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curriculum to the war need without sacrificing, however, basic values.

WARTIME GUIDANCE DEMANDS

W. G. FORDYCE

A questionnaire submitted to all students by the dean of girls at the Euclid Central High School, Euclid, Ohio, disclosed, among other data, the following facts about 684 high-school students.

Parent employment

283 fathers employed in the day shift in defense plants
106 fathers employed in the night shift in defense plants
46 mothers employed in the day shift in defense plants
42 mothers employed in the night shift in defense plants

Military service

111 have brothers in military service

Student employment

128 boys working at legitimate paid part-time jobs
52 girls working at legitimate paid part-time jobs

Miscellaneous chore type jobs (not included in above group)

60 girls care for children part time
28 girls do housework part time for pay
21 boys earn money for care of lawns, etc.
41 boys carry papers

In commenting upon the way the war has affected their family life, 101 children mentioned the long hours most of their parents now worked. Statements such as "We hardly ever see my father" were common. Alternating shifts worked by father, mother, or

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both cause complications in meals, sleep, and recreation. Parents working nights must sleep days and the influence of the day-sleeping parent is lost. The seven-day work week cuts family recreation out of their lives, leads to frayed nerves and to much un-supervised recreation on the part of the child. Families are divided when some member leaves for the armed services, and further complications arise when a girl whose husband is gone comes home. This means more crowded living conditions in some homes, jealousies on the part of children still in school, and actual economic pressures.

Irregular meals develop from the alternating shifts and varying times. One mother prepares several breakfasts each morning. The mother who works is trying to carry two jobs—factory and home. The implications of this type of family situation are clear. In addition, it brings additional responsibilities to the children. Comments on the questionnaire indicate that probably 75 per cent of the students in our high school have duties in connection with caring for the home, cooking, marketing, etc., that have heretofore been done by the mother.

Eighty-seven commented that they were deprived of luxuries that they had commonly accepted before the war. Several youngsters commented that they had moved from farms to the city with problems of adjustment arising from this change in living. In addition, there were a number of cases in which the war had destroyed a small business or was destroying it, and the father's going to work in a war plant had changed their entire way of living.

The school has tried to anticipate to the best of its ability some of the problems indicated in this study. Group work with boys has placed emphasis upon maintaining health, particularly through regularity in hours of sleep and meals. In the girls' guidance groups, the teachers have directed them, wherever possible, to their responsibility for maintaining morale in the home, by assisting wherever possible in maintaining a normal home life. Questions of individ-

ual morality and personal freedom are also considered. Counselors and homeroom teachers have held individual conferences with all children from homes where both parents are employed and have attempted to give individual guidance and suggestions in these cases. The questionnaires used in the original study were returned to the homeroom teachers and have been made the basis for individual consultations.

All students who indicated that they were employed were checked as to employment, age, and the legality of their job. The attendance department increased its vigilance where these particular children were concerned, so that the school might exercise a restraining influence upon illegal work hours and illegal work. The tremendous growth of industrial war work in our community, without any increase in the staff of inspectors from the State Department of Industrial Relations, has intensified the school's problem in dealing with the exploitation of children by employers who see in this condition an opportunity to avoid legal consequences. The school's service to the community can be most effective through an understanding of the problems the students are facing. The work in guidance groups, homerooms, and individual counseling has never been more important.

GUIDANCE OF WARTIME STUDIES

EARL W. SEIBERT

A most significant activity in Belleville High School along the war effort is the classification of boys and girls into the ability levels used by the Army in its classification procedures. Objective test scores on all pupils have been assembled on individual Cumulative Pupil Record Cards. These provide an inventory of the pupil's general intellectual level, his achievement in various subjects, and cer-

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tain specialized abilities. Each pupil is assigned to one of five ability levels: superior, above-average, average, below-average, and lowest level.

Pupils are asked to elect school subjects in line with their abilities so that there may be no waste of manpower in the school training program. Every boy *and girl* who has the ability to do the work is strongly urged to take algebra, geometry, physics, etc. In the light of shortages of workers and of materials for critical occupations, high-school boys and girls must give up their much cherished freedom of choice prerogative and select those subjects that will provide the skills and knowledge that the nation needs. On the other hand, prerequisites have been set up for each subject and specific pupils will have a priority of choice to these subjects because of their ability-level classification. Pupils will not be asked, "What subjects do you want to take next year?" but, "What subjects will be most profitable for you and for the nation?"

To prepare the pupils for this philosophy of guidance, a unit has been prepared by the guidance director on "Growing into an Occupation"¹ for use of teachers, pupils, and parents.

Occupational booklets have been assembled in the school library and are filed according to the code classifications in the *Dictionary of Occupational Titles*. Literature on colleges and training schools are available. Materials have been assembled on the opportunities in the various branches of the armed services for the use of students who face induction immediately. These boys are given a preliminary interview to ease their minds about the whole process of induction. They have been referred to a discussion of the personnel classification of the United States Army. They have been informed of the urgency of making a good impression during the induction activities.

¹ This was reported in the November 1942 issue of *The School Review*.

EDUCATING THE CONSUMER FOR WARTIME LIVING

MURRAY BANKS

The war has given a tremendous impetus to the need for consumer education. If we are to preserve our national unity, and work as one people for a victorious conclusion to the present struggle, our people must be informed with regard to the purposes and the necessity for accepting wartime controls of their economic and social life.

Our program of consumer education during the emergency emphasizes not only privation, but suggests compensating factors as well. Consumers are taught to keep in mind, in an attempt to promote high standards, the fact that they are entitled to specific and complete information about the products they buy, and to study available national standards.

We are educating against "scare buying" and hoarding, two conditions which are brought about by fear of shortages and ignorance of fundamental economic principles which show that such practices actually foster the shortages they seek to combat, and, what is more serious, tend to heighten the trend toward inflationary measures.

An attempt is made to convey the idea that the more war bonds we purchase the less chance there is for inflation; the less goods we buy, the smaller the likelihood for prices to rise disproportionately, and the greater the funds available for military needs.

Real shortages in consumer goods that already confront us, plus decrease in real wages, which the war has brought, have made a new and completely revised program of consumer training imperative. Students are taught to conserve what they have, and to extract the last possible ounce of use out of the things they already own. "Less shopping—more mending" is the theme. Attention is given to the

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question of salvaging materials, since vast quantities of materials needed for war production are continually being discarded because their worth is not realized.

Thus we are attempting to equip the consumer to fight the war on the home front by revising the old-line emphasis in consumer education to a newer and more dynamic emphasis upon education for economic well-being in a war era.

OBTAINING SUPPLIES FOR SHOP CLASSES

RUDOLF SKRIVANEK

The Essex County Vocational and Technical High School was specifically set up to teach trades and technical occupations. It has always had an abundance of the finest industrial equipment and the necessary supplies to function efficiently and adequately. Since Pearl Harbor, however, new supplies could be obtained only through priority ratings and priorities permitted only the purchase of something if it was available.

Since strategic materials and supplies were not always available, a search for substitutes was undertaken. These were found in junk yards and with dealers of salvaged material. All our steel has come from such sources. To get copper for repair and maintenance of electrical control equipment, old switchboards were purchased. Two thousand pinball machines confiscated by the county prosecutor's office furnished wire and electrical material. Wire for practice work comes from field coils of old motors and generators.

Our machine shop is making 300 center drills, 100 chuck wrenches, 100 chipping hammers, 100 lathe sleeves, 100 lathe centers, toolmakers' squares, riveting bucking bars, and in our manufacturing department we are making 300 calipers and dividers. The chemistry department is making substitutes for our soldering classes

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and for the machine classes. We braze ends of tool bits to carbon steel.

The electrical power classes maintain the four hundred direct-current motors in the building.

To maintain our operating equipment a metal spraying machine has been purchased which will build up worn parts so they can be remachined to original specifications.

Instead of Brown and Sharpe or Starrett precision tools, we are accepting little known substitutes. These substitutes will be well known after the emergency, because they are giving good account of themselves.

A request for a priority will be filled out only when:

1. We cannot make it.
2. We cannot secure acceptable used equipment.
3. It is vitally necessary to our operation.
4. We can conscientiously say that the war effort does not need it more than we do.

Measured by these standards, one will find that there is little excuse for asking for priorities except in very exceptional cases.

American schools must assume a realistic attitude and prove that they possess the initiative and ingenuity with which they are credited by doing business as usual with unusual business methods.

TEACHING AIDS FOR THE WARTIME PROGRAM

LILI HEIMERS

As a part of its contribution to the war effort, the New Jersey State Teachers College, Upper Montclair, offers the services of its War Information Center and Teaching Aids Service, both departments of the College Library.

Lili Heimers directs the Teaching Aids Service of the New Jersey State Teachers College, Upper Montclair, New Jersey.

The College was designated by the School and College Civilian Morale Service of the United States Office of Education as one of the three Key War Information Centers in New Jersey colleges. The information center is on the free mailing lists of 129 organizations, distributed as follows:

Government agencies, Federal, State, and local	37
Propaganda and information services of the United Nations	13
Associations for social and economic betterment, postwar planning, etc.	5
Commercial organizations publishing informational and morale-building materials	13
Miscellaneous	12

These materials, as well as books, pamphlets, etc., from the library of the College, are classified by subject and available for use at all times. In addition, the library has published two selected lists, with supplements, on Civilian Morale, and Postwar Planning and the Schools. These sell at a nominal sum.

A number of lists of Visual and Teaching Aids are now available to curriculum laboratories, State and city boards of education, libraries, museums, and individual teachers throughout the country. Since they are up-to-date, the materials in these lists and in the files fit into the wartime program outlined in the *Bulletin of the National Association of Secondary School Principals* for October 1942.

To date, lists have been prepared in the following fields: American Democracy, Aviation, Biology, Chemistry, English, French, Health Education, Mathematics, Music, Pan-Americanism, and Spanish. These sell at nominal sums; all except the Foreign Language lists are available gratis to librarians in the public schools of New Jersey.

BIBLIOGRAPHY ON "WAR AND EDUCATION"

MARTHA R. MCCABE

IN GENERAL

The publications listed below present different aspects of the war and its effects on education and the schools, especially on the schools at the different levels, both now and for the postwar period.

Books, pamphlets, and periodical articles are included, as much important material is found in periodical literature.

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George Peabody College for Teachers, "Education and the War," a selected and annotated bibliography. Nashville, Tenn.: George Peabody College for Teachers, 1942. 21 pages mimeographed. (Bulletin No. 82.) C. I. Glicksberg, "Education and the War," *School and Society*, 53 (June 7, 1941), 722-726.

Albert D. Graves, "Effect of the War on the Long-time Program," *California Journal of Secondary Education*, 17 (December 1942), 491-494.

J. K. Hart, "General Educational Implications of the Present International Crisis," *Journal of Negro Education*, 10 (July 1941), 712-716.

H. A. Houdlette and H. M. Hosp, "Education in a Democracy at War," *Journal of the American Association of University Women*, 35 (January 1942), 74-78.

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Charles H. Judd, "The Future of American Education," *School Review*, 50 (October–November 1942), 559–567; 621–628.
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J. W. Lewis, "Long-Range Effects of the Emergency Adjustments," *American School Board Journal*, 105 (November 1942), 39–40.

Helen K. Mackintosh, issue editor, "Inter-American Relationships in Education," *The Journal of Educational Sociology*, vol. 16, no. 3 (November 1942), 129–188.

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Sarah Murdock, "Days Ahead," *American School Board Journal*, 103 (July 1941), 51.

W. E. Myer and C. Coss, *Education for Democratic Survival*. Washington, D. C.: Civic Education Service, 744 Jackson Place, N. W., 1942, 260 pages, illus. Bibliography appended.

"New Essentials for Education in a World at War; A Proposal by Seven," *Progressive Education*, 19 (November 1942), 360–364.

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United States Office of Education, *Education and National Defense* (a series of pamphlets), vols. 1–24. Washington, D. C.: United States Government Printing Office, 1942–1943.
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PUBLIC SCHOOLS—ELEMENTARY AND SECONDARY SCHOOLS

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